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ABSTRACT

This 17th annual survey examined teacher and school administrator supply, employment opportunities, and differences by region and school district size. Questionnaires were sent to the Kansas Unified School District superintendents; nonrespondents were surveyed by telephone. Usable results came from all 304 school districts. For special educators, data were sought about vacancies not included in any special education cooperative; data about special education cooperative vacancies came from the Kansas Department of Education special education vacancy report. The results were organized to show numbers of vacancies and perceived teacher supply by geographic region and school district size. The study found: a surplus of elementary classroom and physical education teachers, a slight shortage to adequate supply of secondary teachers, an adequate supply to slight surplus of administrators, and a shortage of special educators; similar elementary employment opportunities throughout regions and by district size; similar secondary and administrative opportunities by region but differing by district size; and similar special education opportunities in all regions. Seven appendixes include data on students completing preparation for teacher certification at different types of institutions, a map of Kansas geographic regions, a sample pre-survey letter, and a sample questionnaire. (Contains 3 charts and 7 tables). (SM)

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ED 415 190

Teacher Supply and Demand in Kansas Public Schools

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SEVENTEENTH ANNUAL SU[illegible]

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THE TEACHERS COLLEGE
EMPORIA STATE UNIVERSITY

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TEACHER SUPPLY AND DEMAND

IN KANSAS PUBLIC SCHOOLS

Seventeenth Annual Survey

Jones Institute for Educational Excellence
The Teachers College
Emporia State University

Jack D. Skillett, Professor
The Teachers College

William Scherl, Research Associate

April 1996

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April 1996

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Section 1

Introduction

In the fall of 1979, the College of Education of Emporia State University conducted the first of what has become an annual study of teacher supply and demand in Kansas. The original study was made due to (1) an indication in literature that an apparent teacher shortage existed, (2) repeated inquiries from practicing administrators in the state of Kansas concerning the non-availability of candidates for teaching positions, and (3) the lack of a data base in the state of Kansas to establish a foundation for longitudinal research purposes.

This study, which is the seventeenth annual teacher supply study conducted by The Teachers College, is patterned after the original study of 1979. Moreover, the research format outlined on the ensuing pages focuses on questions similar to the questions addressed in the study. Specifically, these questions were:

1) Do we have an adequate supply of teachers in Kansas?

2) What teaching areas will provide graduates the greatest employment opportunities?

3) What teaching areas will provide the least employment opportunities?

4) To what extent do we have a surplus and/or shortage of teachers in the various geographical regions of Kansas?

5) Do employment opportunities vary due to the size of school districts in Kansas?

All of these questions and others were addressed in this study.

Section 2

Research Procedures Employed

The procedures employed to collect data and establish discernible trends in teacher supply and demand in the state of Kansas were as follows:

Collection of Data - Non-Special Education

1) A multifaceted questionnaire was designed to elicit information pertaining to (a) the actual number of vacancies in Kansas as of September 5, 1995, and (b) the perceived teacher supply. (See Appendix for a copy of the questionnaire.)
2) The questionnaire was prepared, reviewed, and modified by four members of the faculty at Emporia State University and sent to Kansas unified school district superintendents.
3) A letter explaining the purpose of the study and a self-addressed return envelope were included to encourage a high percentage of responses. (See Appendix for letter.)
4) Upon receipt of approximately 84 percent of the returns, non-respondents were surveyed via a personal telephone interview.
5) Usable returns were received from all 304 Unified School Districts. The author attributes this perfect return to high levels of interest among the superintendents of schools in the state of Kansas and to the credibility the study has acquired during its first sixteen years.

Collection of Data - Special Education

1) Data pertaining to special education vacancies were compiled from the Kansas State Board of Education special education report completed by all special education cooperatives and/or interlocals in the state of Kansas.

Analysis of Data

1) Data were organized for processing to elicit (a) the number of vacancies and perceived supply of teachers by geographic region and (b) the number of vacancies and perceived teacher supply by size of school district.

2) Nine geographic regions in the state of Kansas were determined after consultation with colleagues on the Emporia State University campus. The nine geographic areas identified were: (See Appendix for specific boundaries for each regional area.)

   (1) Northwest
   (2) Southwest
   (3) North Central
   (4) South Central
   (5) Sedgwick County (SEDG)
   (6) Northeast
   (7) Wyandotte/Johnson Counties (WY/JO)
   (8) East Central
   (9) Southeast

   Home county designation as determined by the State Department of Education was utilized for assignment to the appropriate region.

3) All respondents were divided into three pre-designated school district enrollment groups. The enrollment groups were:

Enrollment	Size of School Designation
0-399	(1)
400-1,499	(2)
1,500-over	(3)

4) Data were processed by the Emporia State University data processing center.

5) Data runs were made to determine (a) the number of reported vacancies by teaching areas, size of school districts, and region, and (b) perceived supply of candidates by teaching areas, size of school district, and region.

6) Numerical values and their associated definitions were:

(1) serious shortage
(2) slight shortage
(3) adequate supply
(4) slight surplus
(5) considerable surplus

7) Data were tabled and mean averages determined in the following categories:

(a) Elementary
(b) Secondary
(c) Administration

Number of vacancies was reported in the following categories:

(a) Elementary
(b) Secondary
(c) Administration
(d) Special Education

It should be noted that data analyzed in this report represent 100 percent of the unified school districts in the state of Kansas.

Section 3

Analysis of Data

This section is focused on the perceived supply of teaching candidates in each of the designated teaching areas and the number of reported vacancies. Major areas reviewed were: (1) Elementary, (2) Secondary, (3) Special Education, and (4) Administration.

As stated in the questionnaire, respondents were asked to indicate their personal perception of the supply of candidates and the number of vacancies in their districts as of September 5, 1995. Respondents were requested not to indicate their opinions on availability of candidates in teaching areas that were not open in their districts for the 1995-96 school year. They were also asked not to report special education vacancies which fall within the budgetary domain of their special education cooperatives.

Data and Related Interpretations - Elementary

As reflected in Table 1, the mean average pertaining to the perceived teacher supply for all elementary levels in Kansas, excluding special education, was 2.98. This represents an adequate supply for all areas of elementary education. However, the data upon careful perusal indicated a serious shortage of available candidates for counseling. In addition, a slight shortage existed in the availability of candidates for (1) library science, (2) music, (3) art, and (4) reading. As has been the case

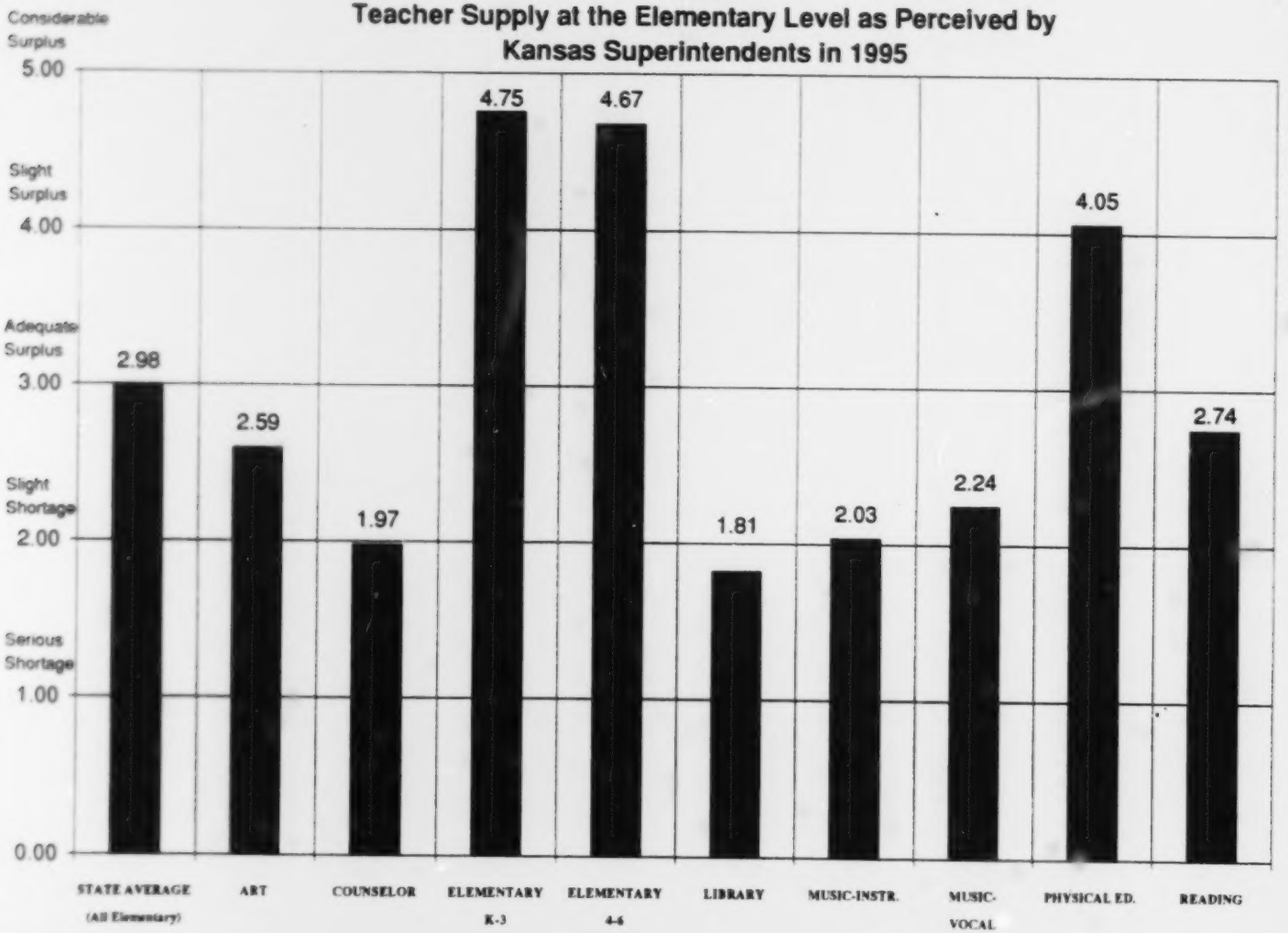
Table 1

1.00	Serious Shortage
2.00	Slight Shortage
3.00	Adequate Supply
4.00	Slight Surplus
5.00	Considerable Surplus

TEACHER SUPPLY AT THE ELEMENTARY LEVEL AS PERCEIVED BY KANSAS SUPERINTENDENTS IN 1995

AREA	STATE OF KANSAS AVERAGE	REGION									SIZE OF DISTRICT		
		1 NW	2 SW	3 NC	4 SC	5 SEDG	6 NE	7 WY/JO	8 EC	9 SE	0-399	400-1499	1500-Over
Art	2.59	2	2	2.5	2.83	3	2.71	2.25	3.2	2	2.5	2.36	2.76
Counselor	1.97	1.6	1.33	2.43	1.7	2.33	2.17	1.33	1.33	1.67	1.5	1.8	1.92
Elementary K-3	4.75	4.7	4.4	4.73	4.93	4.88	4.8	5	4.63	4.7	4.88	4.76	4.67
Elementary 4-6	4.67	4.9	4.56	4.64	4.77	4.44	4.63	5	4.63	4.65	4.88	4.71	4.51
Library	1.81	1	1.4	2.5	1.57	1.33	2.25	1.5	2.67	2	1.4	2.09	1.75
Music-Instr.	2.03	1.6	1.85	2.1	2.08	3	2.25	1.67	2.67	2	1.65	2.23	2.23
Music-Vocal	2.24	1.33	1.66	2	2.43	2.25	2.6	2.5	2.67	2.25	1.55	2.2	2.6
Physical Ed.	4.05	5	3.57	4.14	4.28	3.25	3.75	4	3.6	4.67	4.33	4.2	3.8
Reading	2.74	3.5	2	2.67	2.67	2	2.5	2.5	3	3	3.4	2.73	2.56
Mean Average	2.98	2.85	2.53	3.08	3.03	2.94	3.07	2.86	3.16	2.99	2.9	3.01	2.98

Chart 1
Teacher Supply at the Elementary Level as Perceived by Kansas Superintendents in 1995



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since 1979 when the first data were collected, a slight to considerable surplus of candidates was reported to exist in the areas of physical education and elementary education (K-6). A graphic illustration of the data may be found in Chart 1.

Regional data revealed that the most plentiful supply of candidates was reported in the East Central, North Central, Northeast, and South Central regions of Kansas. Furthermore, respondents in the 400 - 1,499 enrollment group indicated a slightly greater supply of candidates than did those in the 0-399 and 1,500 - over enrollment groups.

With regard to the number of elementary vacancies in the state of Kansas, Table 2 shows that a total of 82.50 vacancies existed on September 5, 1995. The greatest number of vacancies was reported in the Sedgwick region of the state. Further investigation of the September 5 regular classroom teacher vacancies in elementary education revealed that those positions were filled during the first three weeks of September. Also, the superintendents reported that a large pool of candidates existed for the positions announced.

Data and Related Interpretations - Secondary

With regard to teacher supply at the secondary level (7-12), data may be found in Table 3. As may be gleaned from the data, the overall mean average is reported at 2.36, indicating a slight shortage to adequate supply of candidates in the state of Kansas. The teaching areas reported to have the greatest shortage of candidates were (1) foreign languages, (2) library science, (3) counseling, (4) industrial arts, (5) music, (6) agriculture, (7) computer science, (8) the sciences, (9)

speech, (10) home economics, (11) drama, and (12) journalism. A surplus was reported in physical education and social science. A graphic illustration of candidate supply in each secondary teaching area may be found in Chart 2.

Regional data depicted in Table 3 reveal that the greatest shortage of candidates existed in the Sedgwick region. Further, general analysis of the data showed a more plentiful supply of candidates in the 400 - 1,499 enrollment group. As indicated in Table 4, a total of 101.32 vacancies were reported by Kansas superintendents on September 5.

With regard to the regional data, Table 4 shows that the highest number of vacancies occurred in the Sedgwick, Southeast, and South Central regions with a total of 29.67, 14.00, and 13.00 vacancies, respectively. The remaining vacancies were scattered throughout the other regions. Concerning the number of vacancies by size of the school districts, the enrollment category of 1500-over reported the highest number with 46.07; the smallest number of vacancies was reported by school districts in 0-399 enrollment category with 17.20 vacancies.

Data and Related Interpretations - Administration

Concerning the availability of administrative personnel, Table 5 indicates a mean average of 2.69. This represents an adequate supply in all the administration areas. The supply of candidates was greatest in the 400-1,499 enrollment group. An illustration of the data may be found in Chart 3. Furthermore, as noted in Table 6, 15 positions remained unfilled on September 5, 1995.

Table 2

1.00	Serious Shortage
2.00	Slight Shortage
3.00	Adequate Supply
4.00	Slight Surplus
5.00	Considerable Surplus

TEACHER VACANCIES AT THE ELEMENTARY LEVEL AS REPORTED BY KANSAS SUPERINTENDENTS IN 1995

AREA	STATE OF KANSAS TOTAL	REGION									SIZE OF DISTRICT		
		1 NW	2 SW	3 NC	4 SC	5 SEDG	6 NE	7 WY/JO	8 EC	9 SE	0-399	400-1499	1500-Over
Art	1.75	0	0	0.5	0	0.75	0.5	0	0	0	0	1	0.75
Counselor	8.5	0	3	0	1	0	2.5	1	0	1	1	4.5	3
Elementary K-3	29.5	2	0	1	9	12.5	1.5	1.5	1	1	0	7.5	22
Elementary 4-6	22.5	0	2	4	4	9.5	2	0	0	1	0	12	10.5
Library	4	0	0	0	0	1	0	1	0	2	1	1	2
Music-Instr.	3	0.5	0	1	0	0	1	0	0	0.5	1	2	0
Music-Vocal	4.75	0.25	0	0	0	2	1	0	1	0.5	0.75	1	3
Physical Ed.	3.5	0	1	0	0	2	0	0	0.5	0	0	0.5	3
Reading	3	0	0	0	2	1	0	0	0	0	1	0	2
Other	2	0	0	0	0	0	1	1	0	0	1	0	1
Totals	82.5	2.75	6	6.5	15	28.75	9.5	4.5	2.5	6	5.75	29.5	47.25

Table 3

TEACHER SUPPLY AT THE SECONDARY LEVEL AS PERCEIVED BY KANSAS SUPERINTENDENTS IN 1995

1.00	Serious Shortage
2.00	Slight Shortage
3.00	Adequate Supply
4.00	Slight Surplus
5.00	Considerable Surplus

AREA	STATE OF KANSAS AVERAGE	REGION									SIZE OF DISTRICT		
		1 NW	2 SW	3 NC	4 SC	5 SEDG	6 NE	7 WY/JO	8 EC	9 SE	0-399	400-1499	1500-Over
Agriculture	2.06	2	2	2.5	1.8	0	3	0	0	1.33	2.5	2	1.8
Art	2.47	2.5	2	2.75	2.2	2.5	2.57	2.5	3.5	2	2.6	2.38	2.47
Business	2.82	2.75	2.8	3	3.14	2.33	2.78	3.67	2.2	2.75	2.86	2.69	2.88
Computer Science	2.08	2	3	2	1.78	2.25	2.17	2	1.67	2.5	2.2	2.33	1.69
Counselor	1.87	1.67	1.38	2.73	1.38	1.5	1.67	1.8	1.5	2.4	1.92	2.1	1.58
Drama	2.42	2	2	2.25	2.13	0	2.7	1.5	2.5	3.33	2	2.58	2.33
English	3.05	2.86	2.63	2.69	3.37	2.83	3.23	3.29	3.4	3.29	3	2.92	3.23
Language-French	1.79	2	2	2	1.5	1.67	2.25	1.67	2	1.67	1.67	2.16	1.67
Language-German	1.85	2	1.5	2	2	1.5	2.5	1	3	1.67	2.2	2	1.6
Language-Spanish	1.78	1.5	1.8	2	1.43	1.83	2.25	1.6	1	1.5	1.57	1.81	1.81
Language-Other	1.92	2	0	2.5	1.67	1	3	1	2.5	2	1.5	2.25	1.86
Home Economics	2.38	2	2.33	2.67	2.67	2	2	2.5	2	2.33	2.63	2.08	2.5
Industrial Arts	2	2	2.6	1.67	2.13	1	2	1.5	1	3	2.4	2.18	1.63
Journalism	2.43	2	2	1.5	2.25	0	2.5	2.67	3	4	3	2.09	2.78

Table 3 (continued)

1.00	Serious Shortage
2.00	Slight Shortage
3.00	Adequate Supply
4.00	Slight Surplus
5.00	Considerable Surplus

AREA	STATE OF KANSAS AVERAGE	REGION									SIZE OF DISTRICT		
		1 NW	2 SW	3 NC	4 SC	5 SEDG	6 NE	7 WY/JO	8 EC	9 SE	0-399	400-1499	1500-Over
Library	1.84	2	2	2	1.33	1	2	2.16	1.75	1.75	1.67	1.92	1.88
Mathematics	2.6	2.44	2.5	2.83	2.73	2.6	2.85	2.25	2.5	2.45	2.6	2.6	2.6
Music-Instr.	2.03	1.86	1.63	2	2	2.67	2.5	2	3	1.67	1.61	2	2.45
Music-Vocal	2.04	1.8	1.67	2.25	1.64	2.25	2.5	2.33	3	2.2	1.54	2.13	2.38
Physical Educ.	4.3	5	4	4.29	4.45	3	3.15	4	4.33	4.83	4.27	4.6	4.1
Reading	2.65	1.5	0	2	3.5	0	3	2.5	3	2	2	3	2.6
Science-Biology	2.46	2	1.67	2.83	2.53	1.75	2.67	2.5	2.8	2.71	2.33	2.5	2.5
Science-Chemistry	2	2	1	2	2.07	1.5	1.75	2	3	2	1.77	2.06	2.06
Science-Earth	2.26	2	0	2	2.2	2.25	2.25	2.5	2.33	2.4	1.71	2.5	2.35
Science-Physics	2.09	1.75	1.5	1.8	2.1	1.8	2.2	2.25	2.4	2.75	1.7	2.25	2.17
Science-Other	2.42	1.67	2	2.25	2.4	2.5	2.5	3	3	2.4	1.67	2.53	2.7
Social Science	3.9	4.4	3.18	3.8	4.18	3.71	4.2	4.4	3.78	3.67	4	3.91	3.85
Speech	2.28	2.5	2	2	2.63	1	2	2.5	2	3	2.2	2.21	2.4
Mean Average	2.36	2.23	2.13	2.38	2.34	2.02	2.55	2.35	2.54	2.5	2.26	2.44	2.37

Chart 2
Teacher Supply at the Secondary Level as Perceived by Kansas Superintendents in 1995

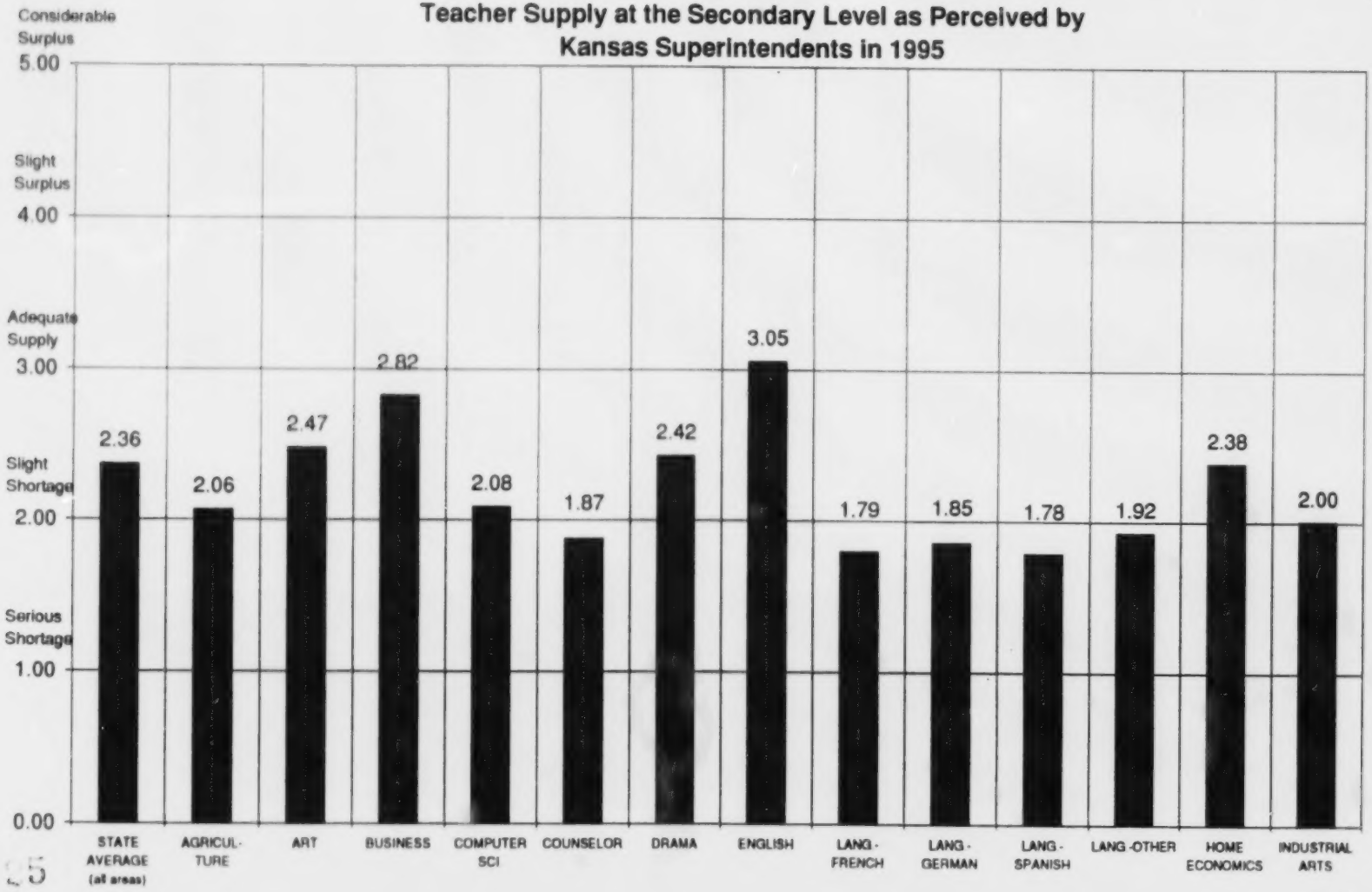


Chart 2 (continued)

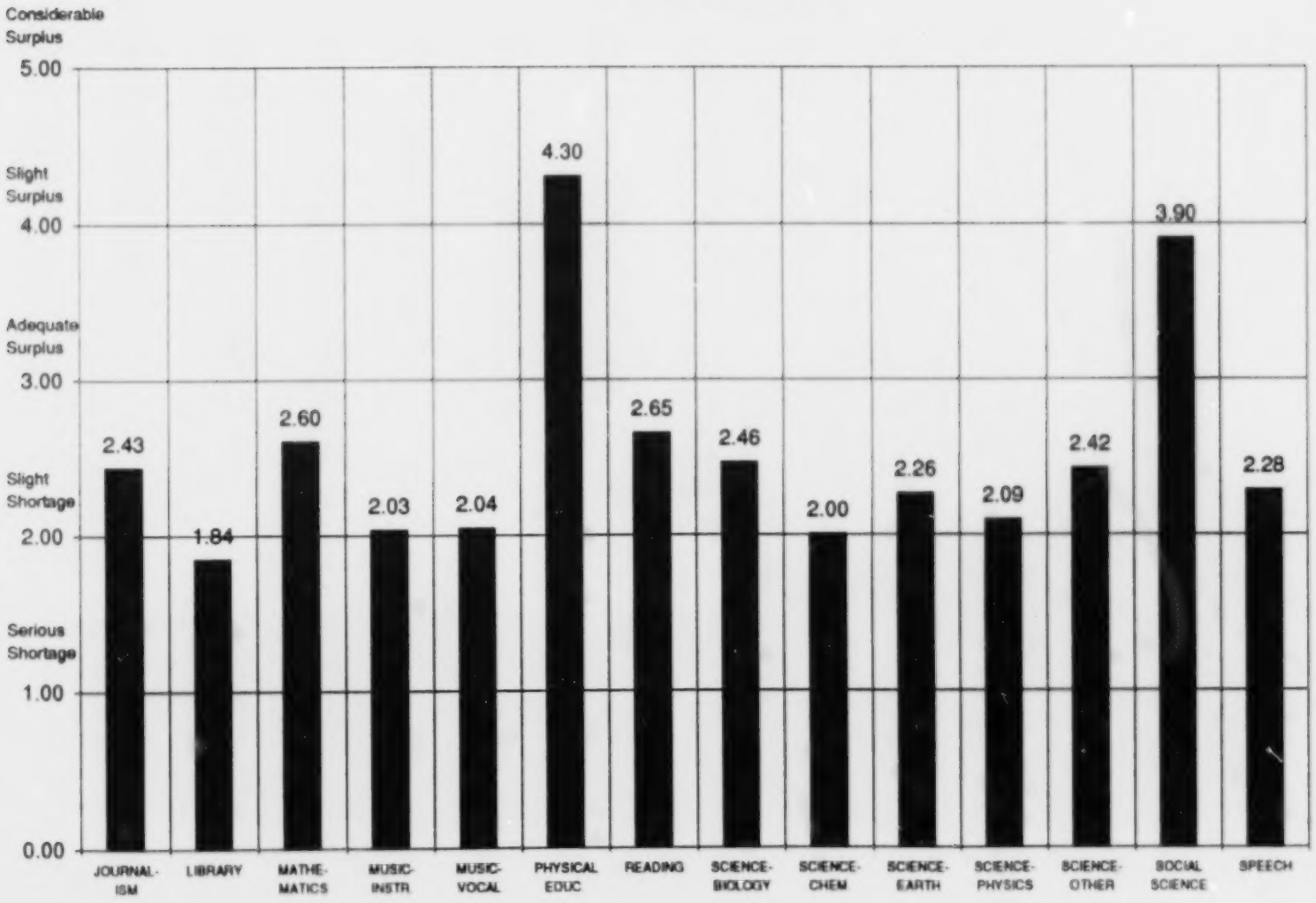


Table 4

TEACHER VACANCIES AT THE SECONDARY LEVEL AS REPORTED BY KANSAS SUPERINTENDENTS IN 1995

1.00	Serious Shortage
2.00	Slight Shortage
3.00	Adequate Supply
4.00	Slight Surplus
5.00	Considerable Surplus

AREA	STATE OF KANSAS TOTAL	REGION									SIZE OF DISTRICT		
		1 NW	2 SW	3 NC	4 SC	5 SEDG	6 NE	7 WY/JO	8 EC	9 SE	0-399	400-1499	1500-Over
Agriculture	0	0	0	0	0	0	0	0	0	0	0	0	0
Art	0.75	0.25	0	0	0	0	0.50	0	0	0	0.25	0.50	0
Business	4.5	0	0	0	0	1.50	2	0	1	0	0	2	2.50
Computer Science	4.75	0	0	0	0	1.50	0	0	2	1.25	0.50	2.25	2
Counselor	5.5	0	0.5	1	0	2	0	0	1	1	1	1.50	3
Drama	4	1	0	0	0	0	1	1	0	1	0	3	1
English	9.5	1	0	1	1.5	2	2	0	1	1	2.50	4	3
Language-French	1.5	0	0	0	1	0.50	0	0	0	0	0	0	1.50
Language-German	2.25	0	0	0	1.50	0.50	0	0	0	0.25	0.50	0.25	1.50
Language-Spanish	2.27	0	0	0	1	0.67	0	0.60	0	0	0	1.50	0.77
Language-Other	0	0	0	0	0	0	0	0	0	0	0	0	0
Home Economics	1.50	0	0	0	0	0	0	1	0.50	0	0	0	1.50
Industrial Arts	4.8	3	0	0	0	0	1	0.80	0	0	1	3	0.8
Journalism	0	0	0	0	0	0	0	0	0	0	0	0	0

Table 4 (continued)

1.00	Serious Shortage
2.00	Slight Shortage
3.00	Adequate Supply
4.00	Slight Surplus
5.00	Considerable Surplus

AREA	STATE OF KANSAS TOTAL	REGION									SIZE OF DISTRICT		
		1 NW	2 SW	3 NC	4 SC	5 SEDG	6 NE	7 WY/JO	8 EC	9 SE	0-399	400-1499	1500-Over
Library	2	0	0	0	0	0	0	0	1	1	1	0	1
Mathematics	12.50	0	1	0.50	1	6.50	2	0.50	0	1	1.50	4	7
Music-Instr.	5.50	1.50	0	0	0	0	1	0	1	1	2.50	2	1
Music-Vocal	3.05	0.25	0	0.80	0	1	0	0	0	1	2.25	0.80	0
Physical Educ.	3.50	1	0	0	0	1	0	0	0.50	1	0	2.50	1
Reading	0	0	0	0	0	0	0	0	0	0	0	0	0
Science-Biology	2.95	0	0	0	1	0	0	0	0.75	1.20	0	1.95	1
Science-Chemistry	1.10	0	0	0	1	0	0	0	0	0.10	0	0.10	1
Science-Earth	2.20	0	0	0	0	2	0	0	0.20	0	0.20	0	2
Science-Physics	4.70	0	0	0	0	3	0	0	1	0.70	1	0.70	3
Science-Other	12.50	0	0	0.50	1	5.50	1	1	1	2.50	1	4	7.50
Social Science	9	1	0	0	3	1	2	0	2	0	2	4	3
Speech	1	0	0	0	1	0	0	0	0	0	0	0	1
Totals	101.32	9	1.50	3.80	13	29.67	12.50	4.90	12.95	14	17.20	38.05	46.07

Data and Related Interpretations - Special Education

Data for special education vacancies were provided by the Kansas State Department of Education . With regard to the number of vacancies, Table 7 reveals that 131.30 vacancies existed in November 1995, a decrease of 72.08 vacancies under the 203.38 reported in 1994. The largest number of vacancies was reported in the areas of (1) speech (2) physical therapy, (3) occupational therapy, (4) interrelated, and (5) gifted education, with 32.6, 13.9, 12, 12.7, and 10.4, vacancies, respectively. Although the number of vacancies cited in speech-language decreased approximately 23.7 percent for 1995, approximately 24.8 percent of the total number of vacancies reported in the state of Kansas may be found in this one area.

Table 5

1.00	Serious Shortage
2.00	Slight Shortage
3.00	Adequate Supply
4.00	Slight Surplus
5.00	Considerable Surplus

ADMINISTRATOR SUPPLY AT ALL LEVELS AS PERCEIVED BY KANSAS SUPERINTENDENTS IN 1995

AREA	STATE OF KANSAS AVERAGE	REGION									SIZE OF DISTRICT		
		1 NW	2 SW	3 NC	4 SC	5 SEDG	6 NE	7 WY/JO	8 EC	9 SE	0-399	400-1499	1500-Over
Assistant Superintendent	2.82	2	2.5	2.5	3	0	3	2.67	3	3	2.5	3.17	2.75
Elementary Principal	2.93	2.5	2.33	3.4	3.44	3	2.67	2.5	2.4	2.88	3.2	3.08	2.65
Jr. High Principal	2.5	3	2.5	2.33	2.15	2	2.83	3	2.25	3	2.4	2.88	2.25
Sr. High Principal	2.32	2.33	2.25	2	2.7	1.67	2.25	2.33	1.33	2.83	2.29	2.44	2.08
Elementary Assistant Principal	3.27	2	3	3	4	3	3	0	3.5	2	4	3.17	3.14
Principal K-12	2.89	3	4	2.67	3	0	2.33	0	3	3	2.88	2.75	3.33
Jr. High Asst. Principal	2.83	2	2	2.5	2.67	3	3.25	2.67	2.5	3.5	2.5	3.2	2.76
Sr. High Asst. Principal	2.67	2	2	2.33	2.5	2.33	3	2.4	2.5	3.38	2.33	3.33	2.43
Director of Special Education	2	2	2	2	2	0	3	1	3	2	1.67	2.6	1.75
Mean Average	2.69	2.31	2.51	2.53	2.83	1.67	2.81	1.84	2.61	2.84	2.64	2.96	2.57

Chart 3
Administrator Supply at All Levels
As perceived by Kansas Superintendents in 1995

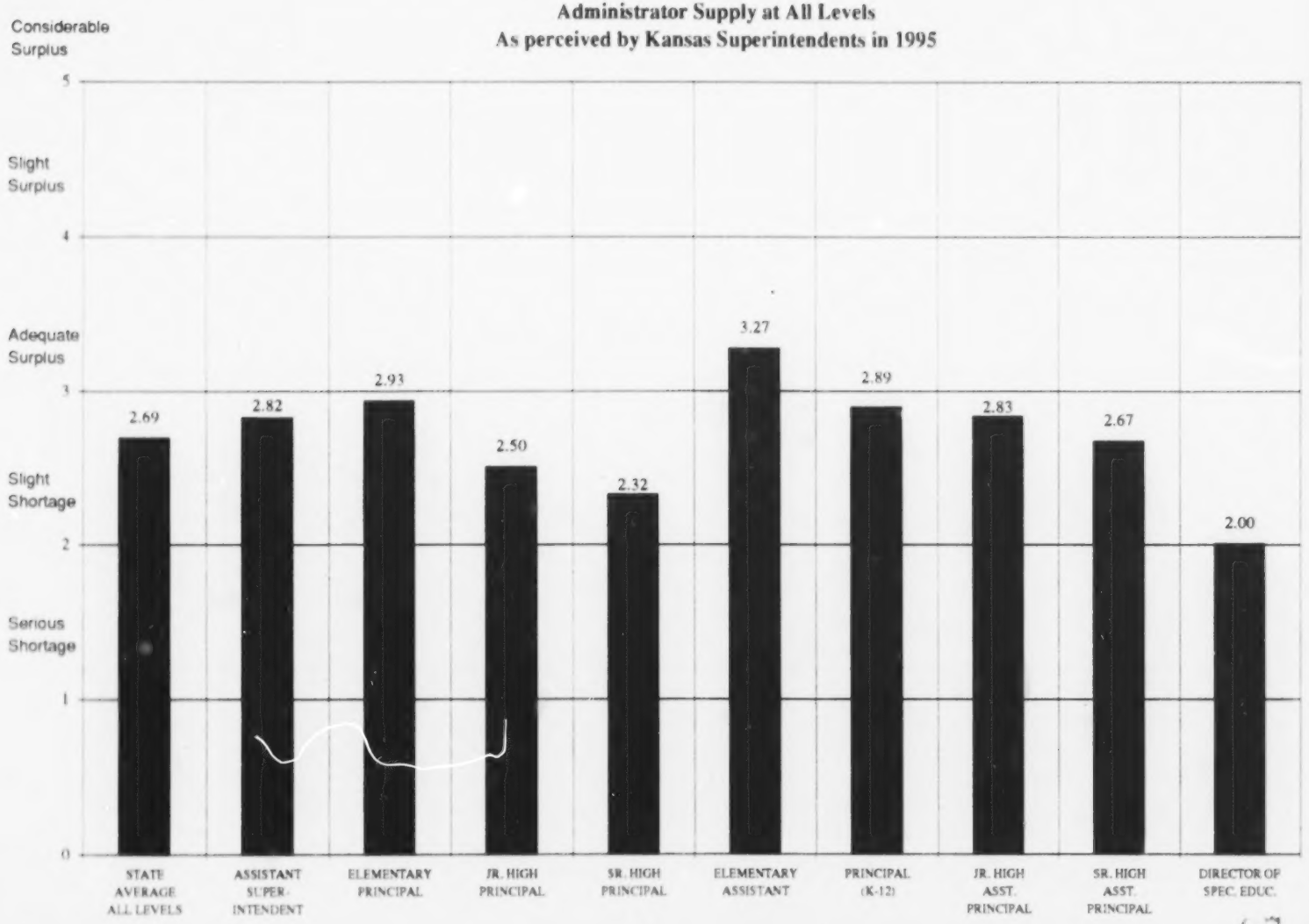


Table 6

ADMINISTRATOR VACANCIES AS REPORTED
BY KANSAS SUPERINTENDENTS IN 1995

1.00	Serious Shortage
2.00	Slight Shortage
3.00	Adequate Supply
4.00	Slight Surplus
5.00	Considerable Surplus

AREA	STATE OF KANSAS TOTAL	REGION									SIZE OF DISTRICT		
		1 NW	2 SW	3 NC	4 SC	5 SEDG	6 NE	7 WY/JO	8 EC	9 SE	0-399	400-1499	1500-Over
Assistant Superintendent	1	0	0	0	1	0	0	0	0	0	0	0	1
Elementary Principal	2	0	0	0	1	0	0	0	0	1	0	2	0
Jr. High Principal	2	0	0	0	1	1	0	0	0	0	0	1	1
Sr. High Principal	5	1	0	0	1	1	0	0	1	1	1	3	1
Elementary Assistant	0	0	0	0	0	0	0	0	0	0	0	0	0
Principal (K-12)	2	0	0	0	0	0	2	0	0	0	1	1	0
Jr. High Asst. Principal	1	0	0	0	0	1	0	0	0	0	0	0	1
Sr. High Asst. Principal	2	0	0	0	0	2	0	0	0	0	0	0	2
Director of Special Education	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	15	1	0	0	4	5	2	0	1	2	2	7	6

Longitudinal Data - All Areas

As noted in the introduction, this survey is the seventeenth annual survey on teacher supply and demand in Kansas. As such, due to the longitudinal nature of the data which now exist, limited conclusions can be noted. Though limitations exist due to slight modifications in the research procedures employed, the following observations are presented for review and consideration:

1. Special Education

   (a) The 151.21 vacancies reported in 1993 represent a decrease of 5.19 in the number of vacancies compared to those reported in 1992 (156.4). The total number of vacancies in 1993 represents the third highest number of vacancies since 1981 (212.4-1981; 162.6-1989, 156.4-1992; and 151.21 in 1993).

   (b) Data for the seventeen-year period were as follows:

	Number of Vacancies																
Area	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995
Behavior Disorders	51.3	72.7	41.2	23	19.3	29.5	27	22	19	18.6	18.1	10	11.5	17.7	17	28	9.5
Learning Disabilities	78.5	69.5	47.5	16.5	7	18.5	17	25	22	10	16	9	6	11	4	12	5
Speech	49.6	37.5	19.5	11	4.6	4	10.3	6	8	15.4	25.4	34.6	42.9	42.2	42	42.7	32.6
Gifted	61.5	37.2	28	30	27.3	28.5	23.3	18	16	6.5	11.1	8.6	9.8	10.4	13.33	14.83	10.4
Semi Independent EMH	15.5	14	11	3	2	-0-	6	6	3	7	7	5	2.7	0.00	2	4	2
School Psychologist	13.6	13	12.5	6	1.5	2	10.8	11	11	14.7	21.2	12	12.5	12.4	7.6	8.3	2
Total (areas listed)	270	243.9	159.6	89.5	61.7	82.5	94.4	88	79	72.2	98.8	79.2	85.4	93.7	85.93	109.83	61.5
Total (all Special Education Areas)	292.2	314.3	212.4	117.9	85.3	113.3	147	146	148	137.3	163	138	135	156	151.21	203.38	131.3

Table 7
Teacher Vacancies in Special Education
1995

Subject Area	State of Kansas Total Vacancies
Adaptive Physical Education	1.40
Assistive Technology	0
Audiology	0
BD	9.50
Counselor	0
Early Childhood Special Education	4.80
EMR	2.00
Gifted	10.40
Hearing Impaired	2.00
Homebound	0
Interrelated	12.70
Integration Specialist	2.50
LD	5.00
Nurse	0
Occupational Therapy	12.00

Subject Area	State of Kansas Total Vacancies
Physical Therapy	13.90
Physically Impaired	0
School Pscyhology	2.00
SEIMC	0
SMD	7.00
Social Work	2.50
Special Education Administration	3.00
Special Education (general)	3.00
Speech/Language	32.60
TMR	1.00
Transition Services	0
Visually Impaired	3.00
Vocational Special Needs	1.00
TOTAL	131.30

2. **Elementary Education (K-6)**

(a) The perceived supply of candidates in elementary teaching areas was slightly higher than the previous year. The average for 1995 is 2.98 whereas 1994 was 2.95.

(b) In 1979, 1980, and 1981, regional differences remained similar with the greatest supply of candidates in Region 6, East Central, Kansas. In 1982, 1983, and 1984, Wyandotte/Johnson region had the greatest supply of candidates. In 1985 and 1986, the North Central region had the greatest supply of candidates. In 1987 Wyandotte/Johnson administrators reported the greatest supply of candidates. (Note: Wyandotte/Johnson region was part of Region 6 in 1979, 1980, and 1981). In 1988 the Northeast region had the largest supply of candidates. In 1989 the Southeast region had the largest supply of candidates. The East Central region contained the greatest supply of candidates in 1990. In 1991 the Northeast region had the largest supply of candidates, while in 1992 the East Central region had the greatest supply of candidates. The greatest supply of candidates in 1993 was in the East Central and Northeast regions, while the data for 1994 indicated the largest supply of candidates could be found in the Northeast and Wyandotte/Johnson Co. regions. The data for 1995 indicated that the largest supply of candidates was in East Central and North Central regions.

(c) A comparison of the specific teaching areas between 1979 and 1995 reveal the following mean averages on a state-wide basis.

Teaching Area	Mean Average (State-wide)																
	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995
Counseling	1.88	1.81	2.14	2.22	2.33	2.09	2.22	2.24	2.08	1.85	1.59	1.82	2.07	1.81	1.9	1.57	1.97
Library	1.69	1.82	1.94	2.1	2.06	1.89	1.69	1.91	1.83	2.14	2.18	2	2.17	2.04	2.02	1.69	1.81
Reading	2.03	1.95	2.25	2.44	2.63	2.49	2.36	2.53	2.59	2.6	2.53	2.56	2.47	2.56	2.84	2.84	2.74
Music	1.85	2.12	2.18	2.14	2.62	2.53	2.53	2.71	2.54	2.32	2.42	2.22	2.34	2.43	2.27	2.24	2.14
Art	2.65	2.72	2.97	2.95	3.26	3.16	2.91	2.47	3.1	2.63	2.56	2.78	2.92	2.77	2.55	2.58	2.59
Elementary (Reg. Class)	3.62	3.67	3.94	3.99	4.33	4.39	4.34	4.48	4.38	4.28	4.48	4.58	4.43	4.62	4.61	4.65	4.71
Physical Educ.	3.65	3.91	4.1	4.2	4.48	4.53	4.44	4.17	4.36	4.17	4.19	4.51	4.24	4.26	4.39	4.1	4.05

3. <u>Secondary Education (7-12)</u>

(a) **The perceived supply of candidates in secondary teaching areas also remained the same. The mean average supply for 1995 is 2.36 whereas in 1994 it was 2.38. A slight shortage continues to exist in the areas of foreign language, library science, counseling, industrial arts, music, agriculture, computer science, the sciences, speech, and home economics. Supply data as perceived by superintendents in selected areas are presented below for the time period of 1979 through 1995.**

Teaching Area	Mean Average (State-wide)																
	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995
Science-Physics	1.2	1.3	1.31	1.48	1.57	1.62	1.79	1.77	2.26	2.13	2.22	2.24	2.08	2.18	2.41	2.45	2.09
Industrial Arts	1.19	1.39	1.58	2.18	3.25	3	3.19	3.44	3	3.27	3.07	3.04	3.03	2.48	2.91	2.11	2
Mathematics	1.36	1.41	1.44	1.65	1.77	1.73	1.9	2.34	2.36	2.37	2.53	2.35	2.55	2.44	2.5	2.43	2.6
Science-Chem.	1.25	1.45	1.3	1.7	1.74	1.72	1.92	2	2	2.02	2.15	2.06	2.24	2.11	2.15	2.07	2
Agriculture	1.35	1.51	1.72	1.96	2.43	3.22	3.42	3.07	3.07	2.75	2.84	2.86	2.61	2.31	2.48	2	2.06
Library Science	1.58	1.66	1.84	2.17	1.9	1.84	1.76	1.88	1.83	2.12	2	2.16	2.45	2.1	1.94	1.91	1.84
Language-Spanish	1.83	1.8	2.24	1.91	1.93	1.81	1.92	2.1	2.12	1.79	1.76	1.95	2.06	1.81	1.75	1.88	1.78
Social Studies	3	3.25	3.31	3.44	3.79	4.07	3.65	3.83	3.96	3.73	4.01	3.93	4.02	4.18	3.89	3.82	3.9
Physical Ed.	3.68	3.91	4.14	4.07	4.43	4.58	4.48	4.13	4.4	3.98	4.33	4.21	4.1	4.19	4.21	3.91	4.3

(b) Regionally, the supply of candidates appears to be evenly distributed. A slightly greater supply of candidates was reported in Region 6, the Northeast region of Kansas.

(c) The number of secondary vacancies decreased with 101.32 reported in 1995, as contrasted with 108.07 reported in 1994.

(d) Respondents in school districts in each of the three enrollment categories reported similar opportunities for employment. The overall mean average data, by size of school district, between 1979 and 1995, revealed the following opportunities for employment:

District Enrollment	Mean Average (State-wide)																
	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995
0-399	1.76	1.83	1.76	1.87	2.12	2.42	2.49	2.55	2.65	2.33	2.31	2.34	2.61	2.37	2.55	2.7	2.54
400-1,499	1.84	2	1.92	2.23	2.22	2.45	2.58	2.73	3.47	2.61	2.47	2.57	2.65	2.46	2.52	2.59	2.91
1,500 and above	2.18	2.35	2.44	2.45	2.43	2.66	2.64	2.71	2.73	2.66	2.63	2.59	2.63	2.67	2.44	2.66	2.77

Section 4

Principal Findings and Conclusions

Prior to summarizing the results of this study, certain limitations should be noted. First, the actual number of vacancies as of September 5, 1995, should be somewhat higher than reported. In a few instances, respondents did not report vacancies if the positions were filled during the first three weeks of September. In most of those cases, decisions had been made in regard to who would be hired prior to September 5, but the teacher did not begin working until after September 5.

Secondly, the availability of candidates, as perceived by the respondents, could vary from respondent to respondent based on their perceptions of what constitutes an adequate supply, shortage, etc. Specifically, through contact with a large percentage of respondents, the authors have noticed a tendency for respondents to underestimate the supply of candidates in all teaching areas. Thus, the reader should be aware of this aspect while interpreting the data presented.

Finally, employing officials often view the supply of candidates in a two-dimensional framework which includes: (1) the actual quantity of candidates, and (2) the quality of candidates. Therefore, a respondent may perceive a slight shortage in the supply of candidates in a specific teaching area when in fact the number of candidates was adequate. This tends to occur when the quality of candidates does not reach the level of expectation desired by a superintendent.

Within the above limitations, then, the following findings are presented for review and consideration:

1. **Elementary (K-6)**

   (a) **A surplus of classroom and physical education candidates exists in elementary education. The state average was 4.71 for elementary teachers K-6 and 4.05 for physical education teachers. The supply of other elementary teaching areas was perceived as ranging from a slight shortage to an adequate supply.**

   (b) **The areas of counseling, library science, reading, music, art, and special education continued to provide the greatest employment opportunities in elementary education.**

   (c) **The areas of physical education and regular classroom positions (K-6), provide the least employment opportunities for elementary teaching.**

   (d) **Opportunities for employment are similar through all nine regions in Kansas. The average supply of candidates ranged from 2.53 as the low in the Southwest region to a high of 3.16 in the East Central region.**

   (e) **Employment opportunities in all district-size categories appear to be similar.**

2. **Secondary (7-12)**

   (a) **A slight shortage to adequate supply of candidates exists in the majority of secondary teaching areas in Kansas.**

(b) The areas of foreign language, library science, counseling, industrial arts, music, agriculture, computer science, the sciences, and speech provide the best employment opportunities. The relatively new area of computer science as well as the language-related disciplines, particularly any combination of English, journalism, and foreign languages, appear to offer excellent employment opportunities. Excellent opportunities also exist for candidates qualified to teach music at both the elementary and secondary levels. In addition, candidates qualified to teach in more than one subject area should find increased opportunities for employment.

(c) Opportunities for candidates certified to teach in any two or more areas appear to be great, particularly in the small districts.

(d) The areas of physical education and social science provide the least employment opportunities.

(e) All regions appear to have a slight shortage to adequate supply of candidates for the majority of the secondary teaching areas. The greatest supply of candidates was reported to be available in the Northeast region (Region 6).

(f) The supply of candidates appears to be adequate in all enrollment categories.

3. Administration

(a) An adequate supply of candidates exists in the majority of the administrative areas. The greatest supply of candidates was reported in the Southeast region of Kansas.

(b) Employment opportunities in administration are greater in the districts with enrollments of 1500-over students.

4. Special Education

(a) A shortage of special education teachers was reported in all teaching areas in the state of Kansas.

(b) The areas of (1) speech-language, (2) physical therapy, (3) gifted education, (4) occupational therapy, and (5) interrelated provide the best employment opportunities. Excellent employment opportunities also exist in the areas of behavior disorders, early childhood, and special education.

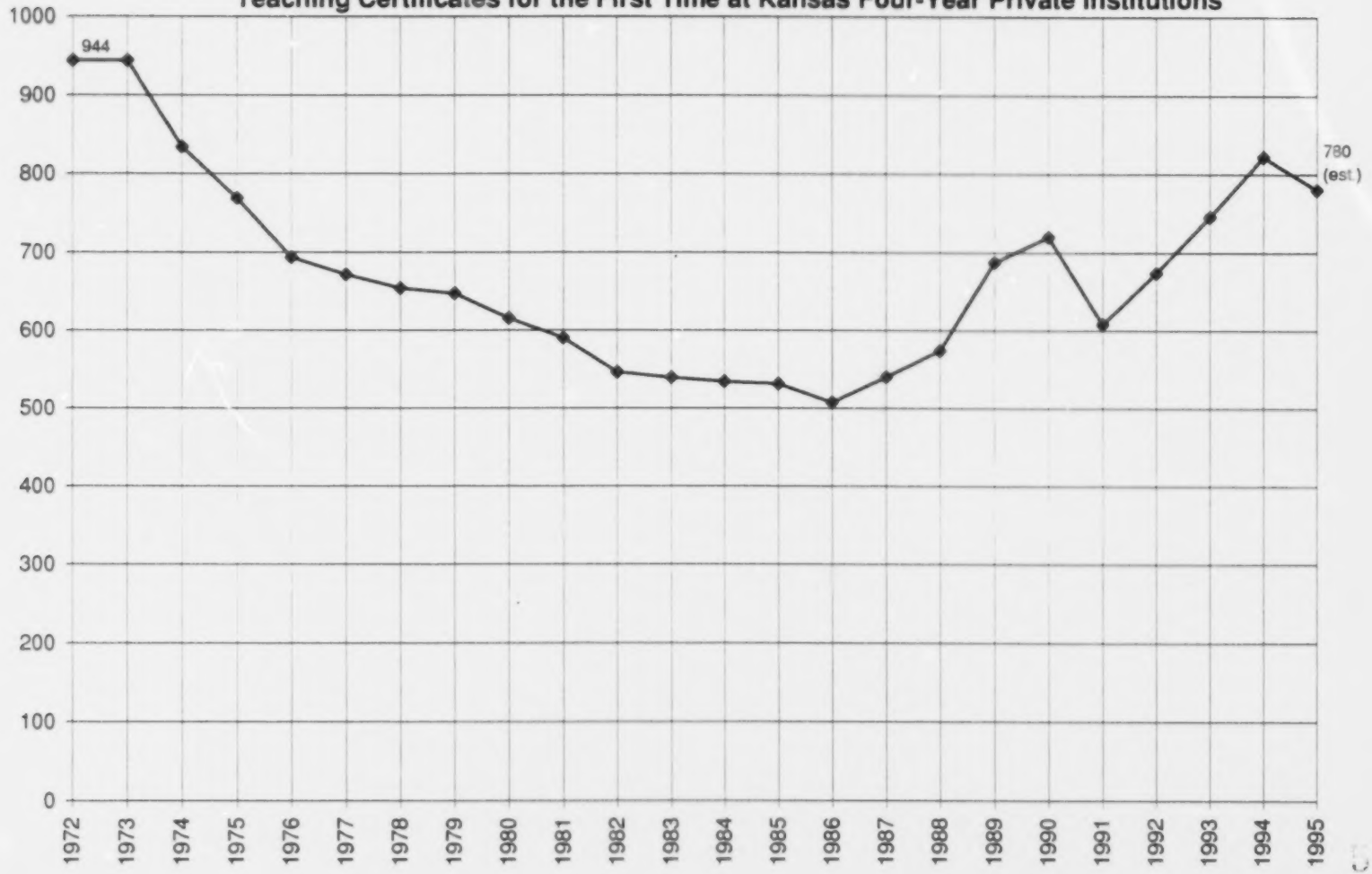
APPENDICES

Appendix A

Composite of the Number of Students Completing Preparation for Teaching Certificates for the First Time at All Regents Institutions

Appendix B

Composite of the Number of Students Completing Preparation for Teaching Certificates for the First Time at Kansas Four-Year Private Institutions



Appendix C

Number of Students Completing Preparation for Teaching Certificates for the First Time at Kansas Regents Institutions

1972	3,501	1984	1,410
1973	3,233	1985	1,342
1974	2,949	1986	1,162
1975	2,548	1987	1,212
1976	2,128	1988	1,318
1977	2,180	1989	1,302
1978	1,959	1990	1,311
1979	1,798	1991	1,369
1980	1,624	1992	1,483
1981	1,618	1993	1,489
1982	1,448	1994	1,395
1983	1,361	1995 (Est.)	1,353

Appendix D

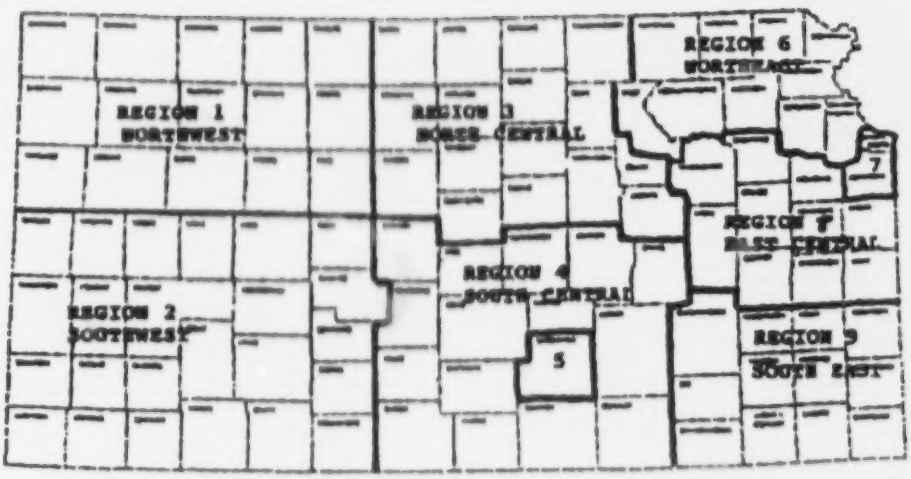
Number of Students Completing Preparation for Teaching Certificates for the First Time at Kansas Four-Year Private Institutions

1972	944	1984	534
1973	944	1985	531
1974	834	1986	507
1975	769	1987	540
1976	693	1988	574
1977	671	1989	687
1978	654	1990	720
1979	647	1991	608
1980	615	1992	674
1981	590	1993	773
1982	546	1994	822
1983	539	1995 (Est.)	780

Appendix E

State of Kansas

Geographic Regions



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September 8, 1995

Dear Superintendent:

School administrators and university personnel continue to express concern with the supply and demand of teachers in the state of Kansas. Therefore, in order to keep practitioners in the educational community informed of current trends, we are gathering information to update Emporia State University's annual survey, Teacher Supply and Demand in Kansas Public Schools. We feel the study has provided significant results and that its update is important as well.

Specifically, we are requesting information concerning (1) teacher vacancies as of September 5, 1995, and (2) your opinion on the availability of candidates for each teaching area which you filled for 1995-96. We are hopeful that all chief administrators will complete the enclosed questionnaire, allowing us to reach our 100% return of last year.

For your convenience, enclosed please find a self-addressed envelope. Your assistance is appreciated and a reply on or before Friday, September 22 is needed. Should you have questions and/or suggestions, please call Dr. Jack Skillett at (316) 341-5367. Thank you.

Sincerely,

Jack D. Skillett, Professor
The Teachers College

JDS:cls

Enclosures
TS-103

57

Region ___	University
Size of District ___	Use Only

SCHOOL PERSONNEL SUPPLY AND DEMAND QUESTIONNAIRE

EMPORIA STATE UNIVERSITY
The Teachers College

USD # _____ County _____ City _____ FTE Enrollment of USD Sept. 20, 1995 _____

Telephone _____ Individual Responding _____ Position _____

DIRECTIONS: Please list the number of vacancies (full-time equivalency) that existed in your school district on September 6, 1994.

EXAMPLE: Physical Ed ..... 0 Social Studies ..... 0 BD ..... .25
Counselor ..... 1.00 Mathematics ..... 1.50 Gifted-Secondary 1.50

ELEMENTARY (K-6)

Art ..... ___
Counselor ..... ___
Elementary (K-3) ..... ___
Elementary (4-6) ..... ___
Library ..... ___
Music-Instrumental ..... ___
Music-Vocal ..... ___
Physical Education ..... ___
Reading ..... ___
_____ ..... ___

SECONDARY (7-12)

Agriculture ..... ___
Art ..... ___
Business ..... ___
Computer Science ..... ___
Counselor ..... ___
Drama ..... ___
English ..... ___
Language-French ..... ___
Language-Spanish ..... ___
Language-German ..... ___
Language-Other ..... ___
Home Economics ..... ___
Industrial Arts ..... ___
Journalism ..... ___

Library ..... ___
Mathematics ..... ___
Music-Instrumental ..... ___
Music-Vocal ..... ___
Physical Education ..... ___
Reading ..... ___
Science-Biology ..... ___
Science-Chemistry ..... ___
Science-Earth ..... ___
Science-Physical ..... ___
Science-Other ..... ___
Social Science ..... ___
Speech ..... ___
_____ ..... ___

ADMINISTRATION

Assistant Superintendent ..... ___
Elementary Principal ..... ___
Junior High/Middle School Principal ..... ___
Senior High Principal ..... ___
Principal (K-12) ..... ___
Elem. Asst. Principal ..... ___
Jr. High Asst. Principal ..... ___
Sr. High Asst. Principal ..... ___
Director of Special Ed ..... ___
_____ ..... ___

SPECIAL EDUCATION DIRECTIONS: DO NOT COMPLETE for special education positions that are budgeted and reported by your special education cooperative. Report only the position(s) not included in your special education cooperative.

SPECIAL EDUCATION

EMR ..... ___
TMR ..... ___
Early Childhood Special Education ..... ___
Nurse ..... ___
LD ..... ___
Hearing Impaired ..... ___
Physically Impaired ..... ___
Gifted ..... ___
BD ..... ___
Visually Impaired ..... ___
SMD ..... ___
Audiology ..... ___
Adaptive Phys. Ed. ..... ___
Psychology ..... ___
Social Work ..... ___
Speech/Language ..... ___
SEIMC ..... ___
Special Education Administration ..... ___
Homebound ..... ___
Counselor ..... ___
Occupational Therapy ..... ___
Physical Therapy ..... ___
Interrelated LD/EMR ..... ___
Interrelated LD/BD ..... ___
Interrelated LD/EMR/BD ..... ___
Interrelated EMR/TMR ..... ___
Interrelated TMR/SMD ..... ___
Interrelated BD/EMR ..... ___
Interrerlated (Other) ..... ___

TS-1/94

Region	____	University
Size of District	____	Use Only
USD #	____	

City _____

County _____

SECTION B

DIRECTIONS: Please rate numerically the supply of candidates for each of the teaching areas listed below only if (A) a vacancy continues to exist, or (B) a vacancy existed for 1995-96 but has been filled. DO NOT RATE THE SUPPLY OF CANDIDATES FOR ANY TEACHING AREA IN WHICH YOU DID NOT CONSIDER CANDIDATES FOR 1995-96

EXAMPLE: RATING SCALE	SERIOUS SHORTAGE 1	SLIGHT SHORTAGE 2	ADEQUATE SUPPLY 3	SLIGHT SURPLUS 4	CONSIDERABLE SURPLUS 5

Physical Ed	--	Did not consider candidates in this area for 1995-96.
Counselor	1	Vacancy continues to exist for 1995-96. Serious shortage of candidates exists.
Social Studies	4	Considered candidates for this teaching area for 1995-96 and filled the position(s). Slight surplus of candidates existed.
English	2	Considered candidates for this teaching area for 1995-96 and filled the position(s). Slight shortage of candidates existed.

ELEMENTARY (K-6)

Art ____
Counselor ____
Elementary (K-3) ____
Elementary (4-6) ____
Library ____
Music-Instrumental ____
Music-Vocal ____
Physical Education ____
Reading ____
_____ ____

ADMINISTRATION

Assistant Superintendent ____
Elementary Principal ____
Junior High/Middle School Principal ____
Senior High Principal ____
Principal (K-12) ____
Elem. Asst. Principal ____
Jr. High Asst. Principal ____
Sr. High Asst. Principal ____
Director of Special Ed ____
_____ ____

SECONDARY (7-12)

Agriculture ____
Art ____
Business ____
Computer Science ____
Counselor ____
Drama ____
English ____
Language-French ____
Language-Spanish ____
Language-German ____
Language-Other ____
Home Economics ____
Industrial Arts ____
Journalism ____
Library ____
Mathematics ____
Music-Instrumental ____
Music-Vocal ____
Physical Education ____
Reading ____
Science-Biology ____
Science-Chemistry ____
Science-Earth ____
Science-Physical ____
Science-Other ____
Social Science ____
Speech ____
_____ ____

TS-104

JONES INSTITUTE FOR EDUCATIONAL EXCELLENCE
THE TEACHERS COLLEGE
EMPORIA STATE UNIVERSITY
EMPORIA, KS 66801-5087

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